MU4810B
Psychology of Music Education

Winter 2019
Tuesdays 10:30-12:30 & Thursdays 11:30-12:30
Talbot College, TC 307

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Office hours: By appointment

Course Description

In this course we will explore the interdisciplinary field of music psychology. The course is designed to help students understand how music learning evolves and to identify the environmental, physical, and psychological conditions that may play a role in the learning process. In the coming weeks, you will learn how to find, summarize, synthesize, and critically review music psychology research.

Upon completion of this course, you will be able to discuss some of the defining principles behind a number of foundational learning and motivation theories, as well as point out the applicability of these principles to music teaching and learning. You will be able to describe basic trends in children’s general and musical development, and discuss research relevant to the acquisition of performance skills. You will be able to evaluate evidence for and against the notion that musical experience aids learning related to non-musical abilities (i.e., does music make you “smarter”? ). Finally, you will be able to discuss emotional responses to music and emotion’s role in learning, with a special emphasis on identifying major theoretical conceptions of music performance anxiety, as well as trends regarding effective therapeutic approaches for treatment.

Course Prerequisites

Permission of the department. Unless you have either the requisite for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Course Materials

Required text

Weekly reading assignments and other important information can be found on OWL, so please check it regularly. On OWL you can access a copy of this syllabus, the course schedule, and weekly unit pages that include the week’s reading assignment (with guiding questions and important concepts highlighted to help you prepare for class), lecture outlines, and additional resources you may find helpful. You will also find a place to submit assignments and the forums to which you will occasionally be required to post.
Evaluation

**Research Study Summary 10%**
Summarize a research study related to behavioral learning theory. The write-up must include information pertaining to the following components of a research study: (a) What was the purpose of this study? (b) What was the background or framework for the study? (c) How did the researcher go about studying this issue? (d) What were the findings of the study?
*Suggested length: One page (double-spaced)
*Due: Thursday, January 17 @ 11:00 a.m.

**Application Papers 30% (15% each)**
The application papers will enable you to think through research and theory as they connect to real-life situations within your field. For each paper you will create and describe a music teaching scenario that exemplifies the principles of a particular theoretical learning or motivational framework. Your response should provide evidence of your knowledge of the framework and demonstrate professional quality writing skills.
*Suggested length: Two pages (double-spaced)
*Application Paper #1 Due: Friday, February 1 @ 5:00 p.m.
*Application Paper #2 Due: Friday, March 8 @ 5:00 p.m.

**Forum Postings 5%**
For seven of the course topics, I will post a question to the Forums page of our OWL course site. Each question is intended to give you an opportunity to critically reflect on the readings/topic prior to class, so that you arrive ready to contribute to discussions. You will write brief responses to at least four of the seven assigned questions. Your responses should demonstrate knowledge of the important principles of the topic. Responses must be posted at least one hour before the start of the class period devoted to the relevant topic.
*Suggested Length: One short paragraph (~120 words)
*Behavioral Learning Post Due: Tuesday, January 15 @ 9:30 a.m.
*Social Cognitive Post Due: Tuesday, January 22 @ 9:30 a.m.
*Memory & Cognition Post Due: Tuesday, February 5 @ 9:30 a.m.
*Metacognition Post Due: Tuesday, February 12 @ 9:30 a.m.
*Learning & Development Post Due: Tuesday, February 26 @ 9:30 a.m.
*Affective Responses Post Due: Tuesday, March 12 @ 9:30 a.m.
*Motivation Post Due: Tuesday, March 26 @ 9:30 a.m.

**Personal Choice Project 30% (20% + 10%)**
For this assignment, you will choose a topic from one of our course units (e.g., theories of memory and cognition, developmental learning, learning transfer, etc.) and create a paper suitable for publication in a practitioner journal/web presence (e.g., Canadian Music Educator, Music Educators Journal, Choral Journal, etc.). The focus of the paper must be on synthesizing theoretical and practical understanding in a way that benefits music pedagogy. The contents of the paper must include at least the following elements: (a) an introduction stating some sort of problem related to music pedagogy, (b) a detailed description of the theoretical framework underlying the research you will discuss, (c) a synthesis of findings from empirical research studies that are grounded in the chosen learning theory, (d) practical examples of how the research findings might potentially impact the issue you initially identified in terms of enriching pedagogy practices, and (e) a reference list. Theoretical descriptions must cite primary sources; this will require going beyond course readings. The final paper should demonstrate professional quality writing skills. Papers must adhere to APA writing style (20%).
*Suggested length: Eight pages (not including reference list), double-spaced, 12-point font.
You will also present a five-minute oral summary of your project to the class, highlighting the professional need/problem that prompted your interest in the topic, key research findings related to psychological principles, and how these findings might impact the music education profession. At this time you will also hand in an in-progress reference list of the sources you have consulted thus far (10%).

**In-progress Reference List Due: Tuesday, March 19 @ 9:30 a.m.**

**Project Presentations Due: Tuesday, March 19 (in class)**

**Final Paper Due: Friday, April 12 @ 5:00 p.m.**

**Final Exam**

This cumulative exam will consist of multiple-choice questions and one longer application question. The focus will be on identifying, applying, analyzing, synthesizing and evaluating information from readings and class discussions. Questions may include (a) comparing and contrasting various learning theories, (b) identifying relevant theoretical frameworks when presented with practical scenarios, and (c) evaluating various principles as they related to personal approaches to teaching.

**Date & Time: TBA (set by administration)**

**Course Policies**

Engaging in class discussions is key to a deep understanding of the material. Therefore, it is important that we all attend class regularly, that we be punctual, and that we conduct ourselves respectfully. Please see the University’s policy on excused absences detailed below. An unexcused absence on the day of an exam or class presentation will result in a grade of F for that assignment. *Numerous absences of any kind will be referred to the Department Chair for consideration of forfeiture of course credit.*

All written submissions must be word-processed and are due on the assigned due date. Late assignments will be accepted with a grade penalty of twenty percent per day. Assignments submitted more than 30 minutes past the due time will be considered late.

Please turn all cell phones to the off or silent mode during class time. If you choose to bring your laptop/tablet to class, please use it only to access course material or take notes. *Please refrain from non-class related communication (e.g., facebook, email, texting, surfing, etc.) during class time.*

**University Policies**

**Academic Conduct**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, as found at: [http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.pdf](http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.pdf)

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western University and Turnitin.com, [http://turnitin.uwo.ca/](http://turnitin.uwo.ca/).

**Accommodation for Medical Illness**

As of May 2008, the University instituted a new policy on Accommodation for Medical Illness, [www.uwo.ca/univsec/handbook/appeals/accommodation_medical.pdf](http://www.uwo.ca/univsec/handbook/appeals/accommodation_medical.pdf), which states that “in order to ensure fairness and consistency for all students, academic accommodation for work representing 10% or more of the student’s overall grade in the course shall be granted only in those cases where there is
documentation indicating that the student was seriously affected by illness and could not reasonably be expected to meet his/her academic responsibilities.” Such documentation must be submitted by the student directly to the appropriate Faculty Dean’s office and not to the instructor (in Music, this means the Associate Dean, Undergraduate). It will be the Dean’s office that will determine if accommodation is warranted.

**Statement on Mental Health**
Students that are in emotional/mental distress should refer to Mental Health@Western [http://www.uwo.ca/uwocom/mentalhealth/](http://www.uwo.ca/uwocom/mentalhealth/) for a complete list of options about how to obtain help.

**Resources**

**Writing Tutorial Services**
Free comprehensive writing support for students and faculty.
[http://www.sdc.uwo.ca/writing/](http://www.sdc.uwo.ca/writing/)
Writing support – written and podcast format

**Learning Skills Services**
SDC's Learning Skills Counsellors provide information and support to help Western students achieve academic success.
[http://www.sdc.uwo.ca/learning/](http://www.sdc.uwo.ca/learning/)

**Medical or Other Accommodations**
[http://www.sdc.uwo.ca/ssd/](http://www.sdc.uwo.ca/ssd/)

If you need individual accommodations to meet course objectives because of a documented issue (medical or otherwise), I encourage you to make an appointment with me so that we can discuss your needs, to help you get the most out of the class and ensure fair assessment of your work.
COURSE SCHEDULE
(may be subject to minor changes)

Week 1: January 8 & 10 – Course Introduction & Introduction to Research

Week 2: January 15 & 17 – Behavioral Learning
Forum Posting #1 Due: Tuesday, January 15 @ 9:30 a.m.*
Research Study Summary Due: Thursday, January 17 @ 11:00 a.m.

Week 3: January 22 & 24 – Social Cognitive Theory
Forum Posting #2 Due: Tuesday, January 22 @ 9:30 a.m.*

Week 4: January 29 & 31 – Memory & Cognition I
Application Paper #1 Due: Friday, February 1 @ 5:00 p.m.

Week 5: February 5 & 7 – Memory & Cognition II
Forum Posting #3 Due: Tuesday, February 5 @ 9:30 a.m.*

Week 6: February 12 & 14 – Metacognition
Forum Posting #4 Due: Tuesday, February 12 @ 9:30 a.m.*

Week 7: February 19 & 21 – READING WEEK

Week 8: February 26 & 28 – Learning & Development
Forum Posting #5 Due: Tuesday, February 26 @ 9:30 a.m.*

Week 9: March 5 & 7 – Transfer of Learning
Application Paper #2 Due: Friday, March 8 @ 5:00 p.m.

Week 10: March 12 & 14 – Affective Responses
Forum Posting #6 Due: Tuesday, March 12 @ 9:30 a.m.*

Week 11: March 19 & 21 – Personal Project Presentations
Preliminary Bibliography Due: Tuesday, March 19 @ 9:30 a.m.

Week 12: March 26 & 28 – Motivation
Forum Posting #7 Due: Tuesday, March 26 @ 9:30 a.m.*

Week 13: April 2 & 4 – Neuroscience

Week 14: April 9 – TBA

*Reminder: You need only respond to four out of these seven forums!